

# THE STAFF OF LIFE WITH TRIMMINGS

**The Household Sun Need Not Rise and Set with the Setting and Rising of Bread as Long as There Is Baking Powder in the Can.**

**B**READS made with yeast in the ordinary way every good housekeeper is familiar with; but occasionally almost every household finds that it is just "out of bread," and yet the maid has not sufficient time to "set bread" and wait for it to rise.

For such emergencies the following tested recipes are suggested and a few simple directions given:

When baking powder is used, it should always be sifted with the flour in its dry state and baking powder and sour milk must never be used in connection with each other. Baking soda alone calls for sour milk and the best results are obtainable when the soda is stirred into the milk and the stirring continued until it foams up in the cup. The use of soda gives a moist, crumbly bread and baking powder, a drier, firmer product.

If sour milk is used, it must be well clabbered, no merely turning sour, and rarely should much shortening be used with soda and sour milk. In making bread with baking powder, a hotter oven is required than when soda is used and it is sometimes best to protect the bottom of the bread pan by setting it on an inverted pieplate on the bottom shelf while baking. As soon as it is well risen and beginning to brown slightly, it should be carefully moved to the upper shelf to finish the baking.

Perhaps one of the very best formulas without yeast is quick graham bread. Either chopped nuts, dates or raisins may be added or a combination of two of the ingredients, in which event it is delicious, thinly sliced and buttered to serve with the afternoon cup of tea or chocolate.

## GRAHAM QUICK BREAD.

Sift into a mixing bowl one cupful of wheat flour and three heaping teaspoonfuls of baking powder. Add one teaspoonful of salt, two cupfuls of graham flour, one tablespoonful of molasses and one well beaten egg, mixed with sufficient cold milk to form a stiff cake batter. (The exact quantity of flour and liquid is hard to give, as the thickening properties of flours vary.) Beat the batter hard until it is full of air bubbles, turn into a well-greased bread pan and stand it in a warm place for thirty minutes. Bake in a moderately hot oven for thirty-five minutes. This quantity makes one medium-sized loaf. If fruit and nuts are added, the oven should not be quite so hot and the bread should bake a little longer.

## OATMEAL BREAD.

Boil half a pint of oatmeal in one and a half pints of salted water for one hour. (Cooked oatmeal may be also utilized, but be careful that it is free from lumps.) When cooked, add three-quarters of a pint of milk, mix well and set aside until cold. Then place in a bowl, beat hard and add one and a half pints of flour that has been sifted with one teaspoonful of salt and three teaspoonfuls of baking powder. Stir the batter, which should be rather thick, until very smooth and bake in a greased pan for forty-five minutes.

## NORWEGIAN BREAD (FOR DYSPEPTICS).

The ingredients required are one pint of barley meal, half a pint of graham flour, half a pint of wheat flour, one teaspoonful of salt, two heaping teaspoonfuls of baking powder, and one pint of cold milk. Sift together all the dry ingredients, and add the milk gradually to them, with two tablespoonfuls of melted butter. Beat hard as the batter thins to the right consistency and bake in a well greased pan for forty minutes.

## RYE BREAD.

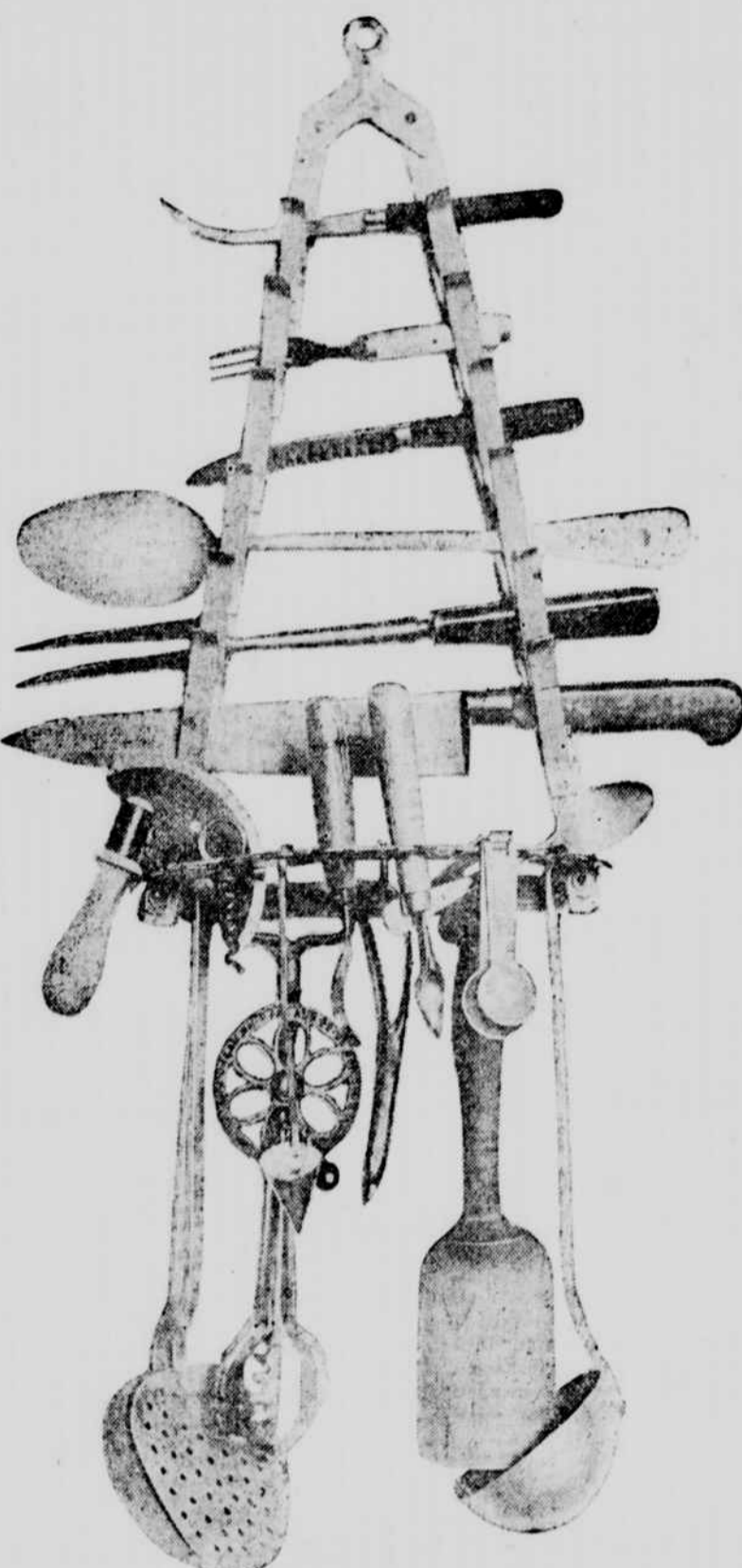
Sift together one pint of rye flour, half a pint of wheat flour, half a pint of Indian cornmeal, two teaspoonfuls of baking powder, one teaspoonful of sugar, one teaspoonful of salt, and rub in with the finger tips one tablespoonful of mixed lard and butter. Then mix to a smooth batter with the addition of three-quarters of a pint of sweet milk. If caraway seeds are liked, half a cupful may be added just before the bread is turned into the pans. Bake in a moderate oven for forty-five minutes.

## BROWN BREAD WITH BAKING SODA.

The first formula given for quick graham bread may be made with the same proportions, save that one teaspoonful of baking soda is used with three-quarters of a cupful of well-soured milk, in place of the sweet milk and baking powder; chopped nuts and raisins may also be added to this formula.

## BOSTON BROWN BREAD.

This is an almost necessary accompaniment to a savory dish of baked beans and the home-made article is so superior to that even from the best bakeries that it is well worthy a trial in the home kitchen. Mix together two cupfuls of yellow cornmeal, one cupful of rye meal, one cupful of wheat flour, half a teaspoonful of salt, one cupful of molasses and



"A place for everything . . ." Here is a holder, sold for 10 cents at Wanamaker's, that will dispose nicely of numerous kitchen utensils.

one cupful and a half of sour milk, in which has been dissolved one heaping teaspoonful of baking soda. Mix well, pour into a greased mould and steam for four hours. Dry off, after its removal from the steamer, by placing in a moderate oven for fifteen minutes.

## PICKLES AND RELISHES

### SMALL CUCUMBER PICKLES (SOUP).

Two quarts of small cucumbers, one-fourth cup of salt, cold water to cover, two tablespoonfuls mustard seed, two tablespoonfuls nasturtium seed, one tablespoon whole cloves and as much vinegar as needed.

Wash the cucumbers and dispose in an agate dish in layers, sprinkling each layer with salt, pour on cold water and let stand twenty-four hours. Drain, rinse in cold water and place in fruit jars. Scald the spices with enough vinegar to cover the cucumbers, pour over the cucumbers in the jars, filling them to overflow.

### CHILI SAUCE.

Fifty ripe tomatoes, one dozen peppers, nine large white onions, one cup brown sugar, eight teaspoonfuls of ginger, eight teaspoonfuls of cloves, eight teaspoonfuls of allspice, two quarts vinegar, four tablespoonfuls salt.

Remove skins from tomatoes and onions, chop onions and peppers fine. Put all ingredients over fire together and let boil gently one hour, stirring often. Strain, and if not sufficient consistency, let boil a little longer. Set aside in bottles corked and covered with sealing wax, or, in fruit jars secured as in canning.

**Give Us This Day Our Daily Bread and Also Jam to Go On It—Sweet Are the Uses of the Unfermented Grape in Jelly and Preserve**

**I**N ALL too few homes is the grape regarded as a real article of food. It is usually classed as a luxury to be eaten raw. The grape contains many elements of nutrition, which makes it a valuable food either eaten raw or cooked in various ways. The following recipes may contain some suggestions for the housewife:

### GRAPE PRESERVES.

Wash, stem and remove seeds from grapes. Leaving the grapes as nearly whole as possible. To every pound of grapes allow one pound of sugar. Place in alternate layers in an earthen dish and allow to stand for about four hours. Heat slowly and then allow it to boil until the syrup is thick. Place in jars and seal while hot.

### GRAPE TARTLETS.

Fill patty pans with a puff paste. Add a layer of green grapes and one tablespoon of sugar. Fill pans with alternate layers of grapes and sugar, dust top with flour, cover with upper crust. Bake in moderate oven for fifteen minutes. Serve either hot or cold with cream and sugar.

### GRAPE COBBLER.

Wash and stem ripe grapes. Line a pie-plate with rich paste. Add a layer of grapes; cover with sugar. Cover with a top crust and bake in a moderate oven for fifteen minutes. Serve with the following sauce: Melt together one cup of butter, two cups of sugar and one tablespoon of water. Flavor with the juice of one lemon. Pour over cobbler while hot and serve either hot or cold.

### GRAPE MERINGUE.

Beat the yolks of three eggs until very light. Mix smoothly with one cup of milk and two cups of flour. Add one-half cup of butter. Wash one pint of grapes and roll in flour. Add to the pudding batter and bake in a moderate oven for thirty minutes. Make a meringue of the whites of the eggs; spread over top and brown.

### GRAPE MOUSSE.

Beat together three cups of cream, three tablespoonfuls of sugar, two teaspoonfuls of vanilla extract and one and one-half cups of grape juice. Place in airtight mould. Pack in ice and salt and stand for two hours.

### GRAPE CATSUP.

To two cups of grape skins add one cup of vinegar. Boil fifteen minutes and strain. Add one cup of brown sugar, one-half teaspoon each of allspice and cinnamon and a liberal sprinkling of pepper. Cook for three minutes and bottle while hot. This makes a delicious catsup to serve with baked beans and cold meats.

### GRAPE DELIGHT.

Dissolve three tablespoonfuls of corn starch in three tablespoonfuls of cold milk. Add one pint of grape juice and two tablespoonfuls of sugar. Boil slowly, stirring constantly. When the consistency of rich cream remove from the fire and stir in one stiffly beaten white of egg. Pour into individual moulds and stand for one hour. Serve ice cold with cream and sugar and a garnish of whole grapes.

### GRAPE JELLY.

Stem and pick over the grapes. Mash well and boil all in a preserving kettle, cooking slowly for

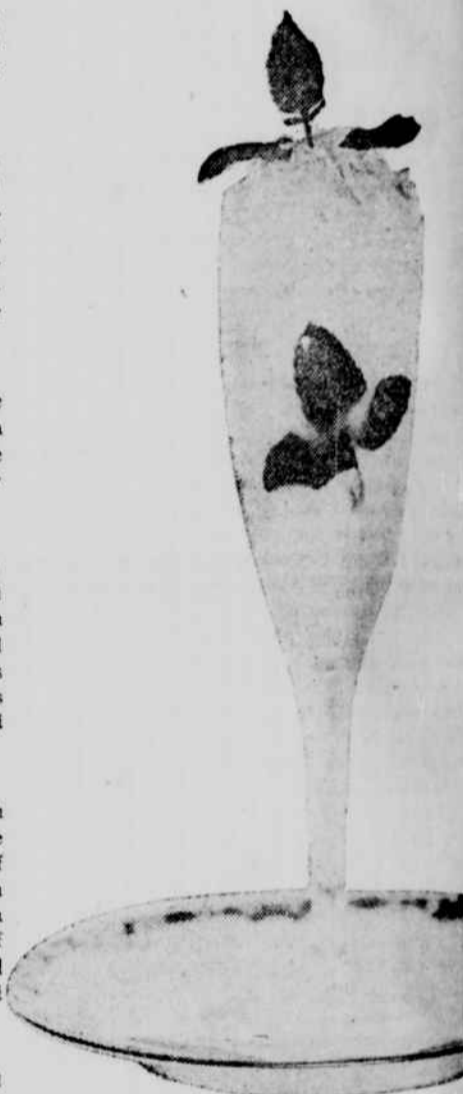
ten minutes to extract the juice. Strain through a colander and then through a jelly bag, keeping it as hot as possible, as it jellies much quicker. A few quince seeds boiled with the grapes the first time tend to stiffen it. Allow a pint of loaf sugar to every pint of juice. Boil fast for twenty-five minutes. Try a little on a cold dish, and when it seems done remove from fire and put in jelly glasses.

### RASPBERRY JELLY.

The raspberries should not be overripe and should not be gathered directly after a rain. In making raspberry jelly follow the recipe for currant jelly. When currants and raspberries are used in equal proportions a delicious jelly is the result.

## Snow and Ice

This delicious ice is made by boiling together for five minutes two cupfuls of sugar and one cup of water; add to this the grated rind and the juice of two lemons and the juice of two oranges. When cold, strain into the freezer, adding when half frozen the stiffly beaten whites of one egg and a cupful of whipped cream. Serve in slender glasses and garnish with shredded coconut and fresh mint leaves.



## When You Serve Radishes



A pleasing table accessory is this metal holder for radishes, shown at Macy's. The glass cup supported by the handle is for salt. The one below is for cracked ice.

# WHEN YOU MEASURE YOUR OWN CHILD BY AVERAGE STANDARDS

**Do You Expect Too Much, or Too Little? Rules Are Valuable, but Should Be Applied Judiciously, with Due Regard to Individualities.**

good" and help raise the "average" for the department. The manager told me with some pride that in less than a year he had been able to raise the "average" output for all departments more than 50 per cent through these methods. He did not tell me, however, that he had taken pains to explain to the girls just what the "average" is.

A little thought will show any one who understands the elements of arithmetic that this manager perpetrated a cruel fraud upon the girls every time he called attention to the output falling below the "average." The average is a figure that results from combining the lowest and the highest with all the others, and our everyday experience would lead us to expect that about as many individuals would rise above the average as drop below it—no more and no fewer. But the young worker feels a certain stigma attaching to the grade "below average," and either does not understand enough or has not assurance enough to reply that it is impossible for all to be average or better. "Average" assumes below as well as above, and within certain limits it is quite as normal to be below the average as above.

It is the failure to recognize the meaning of "average" that leads to much of the failure in the training of children, whether in school or at home, as well as to many injustices in all of our relations. In school the teacher attempts to apply certain rules of pedagogy, based on generalizations about the "average." But too frequently she attempts to make her idea of the average fit every single child in the class. She knows the average distance between the printed page and the eye, and she may insist on every child maintaining the same distance, notwithstanding the fact that no two pairs of eyes are exactly alike. She realizes that she cannot maintain a uniform distance between the blackboard and the eyes, so she usually does nothing about that, although she might, for example, seat her children so that each would have the most favorable location with regard to his own eyesight. She knows the average time required for completing a given task in number work; she frequently insists that every child finish within the given time, and she frequently suspects slovenly-

ness or inaccuracy in the child that takes less than the allotted time.

A similar failure to apply common sense is shown when teachers apply their rules and their programmes—based as these are on "average" experiences—to all children without discrimination. And the same failure is frequently found among parents. From the parent who becomes worried because her child does not weigh as much as the "average" for his age to the parent who finds out what is the "right" amount of time that a child should give to his home lessons or his piano practice, and then insists upon the "average" number of minutes, no more and no less, are found all the anxious and eager mothers, deluded by a formula.

When the teacher reports to you that Margaret's handwriting is not up to the average, you rather resent the teacher's complaining. Of course her handwriting is below the average, you

always knew that Margaret was not very strong in hand control; and you are satisfied that Margaret more than holds her own in other kinds of effort. But you yourself are constantly applying "average" standards to Margaret's conduct at home, with this disadvantage: whereas the school's standards are derived from large numbers, the home standards are usually based on comparatively few experiences. You will compare Mar-

garet's behavior with Georgiana's, or with that of some restricted group. But at home, as in school, it is necessary to recognize that one may be able to do what many others cannot do, or that one may fail where many others succeed.

In many families the first child establishes the rules and expectations for the others. If the later children exceed the expectations, or easily adapt themselves to the routine which they find awaiting them, all is well. But if they fall short the parents are likely to feel aggrieved and to make frantic efforts to force the children up to the standard. Ernest was never afraid of a child; why should any of the other children ever be afraid? Ernest slept from 6 to 6 when he was less than three months old; why should not the other children do the same? But if Ernest, the oldest, had been afraid, would you frighten the others into being afraid also? Or if Ernest had broken your sleep at 5 every morning, would you



"You will compare Margaret's behavior with Georgiana's, or with that of some restricted group."



"But if Ernest . . . had been afraid, would you frighten the others into being afraid also?"

wake the others at 5, although they were quite willing to sleep until after 6? Records are of value in industry and in government, in school and in the home. And the averages derived from records are important. It is valuable to know what may be expected of groups, according to age, or sex, or training or according to any other classification. But each individual must in the end be studied and treated according to his capacity or limitations. Averages show us in general what many have in common; but every child is "different" and his differences demand consideration.



" . . . worried because her child does not weigh as much as the 'average' . . . "

By SIDONIE MATZNER GRUENBERG.

**W**HILE visiting a large factory employing hundreds of girls I became interested in a very ingenious system for keeping records and for maintaining standards of speed. Each girl was going through a few simple motions, making a very small fraction of a part of the factory's product. Every hour the record of her output was sent to the chief of the division. If her output fell below a certain figure for two consecutive hours she was quietly informed that her work had fallen below her "average," or below the average for her department. Then the girl would speed up her work and begin cultivating nervous prostration, dropping out of the factory in a few days or weeks, or she would "make